

## WS14 HIGH SCHOOL Lesson Plan

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**April Ballard, B.S., M.Ed**  
**WoodSongs Classroom Project**

***Title:* Celebration of Barbershop Quartet**

***Length of Lesson:* two class periods**

***Grade Level:* High School**

### ***Objective:***

This episode of *WoodSongs Old-Time Radio Hour*, focuses on the harmonies of barbershop quartets. Barbershop quartets were singing by ear and acapella. These quartet groups began with people singing harmonies that made sense to them. Barbershop quartets actually started while people were waiting at a barber shop. Barbershop quartets offered a sense of community as those involved sang and created harmonies that made sense to them. This allowed those of various cultures and backgrounds to find a common sense of community through music.

### ***Description of Lesson/Activities & Procedures:***

#### **Activity 1:**

Activity 1 will have students listen to the songs performed in this episode of WoodSongs. Students are encouraged to listen for the various genres of music that are being performed in a barbershop quartet style. After listening to the various songs, students will write down their thoughts on these performances in a journal entry. Students will also be encouraged to reflect upon a song that would like to hear and possibly perform in a barbershop quartet style. Encourage the students to acknowledge that some of the songs performed are not songs that they may think of when they think of a barbershop quartet. Have the students to acknowledge the creativity within each performance.

#### **Activity 2:**

Activity 2 in this lesson will have students to explore the idea of how music and art bring people together. Students will choose one song that they would like to hear and/or perform in a barbershop quartet style. This activity encourages students to think about how they may also create music and/or art to bring about peace and a sense of community. The song they choose should deliver a message of peace and encouragement. This activity encourages creativity as well as research skills as they research their song and the meaning of it. Information such as who wrote the song, symbolism in the writing, and the message of peace and encouragement should be explored. Students will have their song choice, information about the song, why they feel it delivers a message of peace, and why they have chosen this song. Encourage students to reflect upon if they believe that feelings evoked by the song would be different if it were sang in a barbershop quartet style. Students will also design an informational written paper

in which they explain the history of the song, its message of peace, and the time in which the song was written. Students will also be encouraged to include what was going historically during this time.

**Connection to Language Arts Standards:**

- Identify and compare various styles and functions (recreational, ceremonial, and artistic expression) of music
- Analyze and describe how factors such as time, place, and belief systems are reflected in music
- Analyze and describe music's influence on belief systems, its influence on history, and its ability to shape culture
- Describe and analyze the effects that works in the arts have on groups, individuals and the culture
- Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas
- Students will understand that writers need to document sources /give credit for the ideas of others

**Connection to Arts Standards:**

- Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change
- Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan making works of art and design based on a theme, idea, or concept.
- Experiment, plan, and make works of art and design that explore personally meaningful theme, idea, or concept.
- Curate a collection of objects, artifacts, and artworks to impact the viewer's understanding of social, cultural, and or political experiences.
  
- Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

**Connection to Arts & Humanities Standards:**

- Students make sense of ideas and communicate ideas with music recognize, describe, and compare various musical forms

**Connections to Music Standards:**

- *Use elements of music (including melodic motif and development) to describe how musicians compose, perform, and improvise*
- *Identify and compare various styles and functions (recreational, ceremonial, and artistic expression) of music*

- *Analyze musical forms*
- *Describe and compare the characteristics and purposes of works of art representing various cultures, historical periods, artists and/or style*

**Vocabulary Within Lesson:**

Barbershop Quartet  
Acapella

**Rubric and Guidelines:**

**The following are guidelines in which you may assess student's understanding and application of this episode of WoodSongs Old-Time Radio Hour:**

- Demonstrates an understanding of artistic and musical expression as it relates to encouraging community and togetherness
- Demonstrates an understanding of the information presented within the episode, and understands how music relays this message.
- Demonstrates an understanding of how their projects will express important points through art and musical expression
- Understanding is clear of how music expresses important points, as demonstrated by the WoodSongs Old-Time Radio Hour
- Students understand difference in informational text versus creative project design

Creative Project/Presentation Scoring Sheet

Creativity/Presentation of material	__ /
	__ /
	__ /
	__ /
	__ /
	__ /
	__ /
Total	__ /100